

ARCHMENT
A STUDY OF SELECTED CONFLICT
SITUATIONS ARISING IN A NINTH GRADE
CLOTHING CLASS

by

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PREFACE

At the present time considerable effort is being made among homemaking teachers to center their teaching on problems and subject matter of concern to families and their members. Inasmuch as problems of relationships are common in families it is recognized that an especial effort is needed to educate young people in ways of resolving the conflicts which arise between and among people. In this study five conflict situations, which arose in a ninth grade clothing class, were analyzed with the view to acquiring some of the understandings believed to be of value in bringing about situations acceptable to all concerned.

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CHAPTER I

INTRODUCTION

Home economics, today, is a growing, changing, developing and expanding field of study. It has been an important part of many school programs since 1918. Before this time, a smattering of work called domestic science, practical arts, household science or "what have you" was taught in a few elementary and secondary schools. With the passage of the National Vocational Act in 1917, better known as the Smith-Hughes bill, great impetus was given to the work. The bill provided that training for homemaking as a vocation be given in the secondary schools. This meant that teachers were needed; thus came the beginning of home economics in many colleges and universities as well as its introduction into many secondary schools.

At this stage in its development, home economics was struggling so hard to gain status and "academic respectability" that it tended to bend backward from the practical toward the impractical in many of its endeavors. Today it has status. Home economics now has the respect of its academic colleagues. Home economists now feel more secure, and their behavior follows a more rational plan. It is good to reflect from time to time and to take stock of what is being done in light of present trends in home economics and homemaking education in an endeavor to meet the needs of a changing society and to improve the job that is being attempted.

There are many observable trends in homemaking education as they

appear on the horizon in the national scene. For example, Miss Leahy says there is a definite tendency to extend and to expand homemaking education vertically in the program of the school, beginning with the kindergarten or first grade and extending it to the 12th or 14th grade, and on into adult education. Concomitant with this extension of the program has come a shifting of emphasis in goals from the homemaking skills as an end in themselves to the social development of the individual as a person and as a member of a family. The work in homemaking in the 7th, 8th, 9th and 10th grades has and is being expanded toward a comprehensive program to include all phases of homemaking, with emphasis on personal and social development. Skills in homemaking are not being discarded but rather set in proper focus as to their contribution to human relationships. Skills make a very positive contribution to good home relations when the goal is the effect of the skill rather than its development as an end in itself.

Experimentation is going on in programs of homemaking in an effort to find out what constitutes a good program and how such a program can be developed. Many schools are attempting to integrate homemaking into the total educational program, to establish it as a functional part of the core in the curriculum.

Home economics is unique in that it is not amenable to a single discipline but is dependent upon several. It is not a single subject matter area but encompasses many. Consequently, no field of education has undergone such a metamorphosis in terminology, content, and function since its inception.

There is growing evidence of more co-operative planning among pupils, teachers, and parents—or at least among pupils and teacher—in an effort to develop a more functional program, in keeping with the

needs of the pupil.

More emphasis is being given to evaluation, particularly self-evaluation, in an effort to find out what is happening to the individual instead of what someone else says about what he is doing or what is happening to him.

More instruction is being offered to boys, and the work is being planned for boys and girls within the same group, especially in the lower grades.

Aware that education is a continuous process, greater numbers of adults and out-of-school youth demand organized instruction. Such a program tends to help them become more economically efficient and to meet their need or desire for social and human relations.

In the past few years there have been many changes in style and arrangement of equipment for the homemaking department. In keeping with the changing philosophy of homemaking education, with its emphasis on human relations, there is a tendency to change from a strictly "two-laboratory" department to a department in which the space may be from one to three or more separate areas. In the modern school these areas provide for meal preparation and serving, the setting and background for social development, and the selection as well as construction of clothes.

More home economics teachers are being employed on an 11-month basis rather than on a 9 or 10 month basis.

The organization known as Future Homemakers of America has become an instrument to provide for functional experience in meeting the needs for social and civic development of youth in school.

More women are becoming both homemakers and wage earners and con-

sequently more men are helping with home activities. Educators need to take cognizance of these facts to provide more adequately for the needs of their students, and, more and more, the professional preparation of teachers of homemaking is being given off-campus in order to provide a functional type of experience for young women.¹

Many social and economic facts important in the lives of children and youth have been reported in a chart book issued by the Midcentury White House Conference on Children and Youth. From these charts it would appear that more marriages take place in periods when jobs are numerous, and in times of war. Over the years, and particularly since 1940, an increasing proportion of the adult population has married or remarried. Marriages are fewer now than in the postwar year 1946, when demobilization was at its height. Even so, over a million and a half marriages occurred in 1949, which is about the same number as occurred in 1940.

Over one-third of the women who marry do so before they are 20, and more than a half of the men are under 25. The majority of marriages take place soon after the husband-to-be gets his first job.

Between 1940 and 1947 the number of children under five years, per 1,000 women of childbearing age, increased about 30 percent. The greatest increase in rate occurred among women graduated from college. This was due mainly to the very high marriage rate among that group in the 1940's. Nevertheless, less well-educated mothers continue to produce a disproportionate share of the children.

In 1949, fifteen percent of the Nation's 39 million families had

¹Dorothy H. Leahy, "Trends in Homemaking Education", Journal of Home Economics, 42 (April, 1950), 269-271.

three or more related children under 18 years of age. About half of the children under 18 belonged to families of this size. More than half of the families with three or more children, and almost two-thirds of those with five or more, are on farms or in rural-nonfarm areas.

Over two-fifths of the total number of families had no children under 18, some because the children had grown up, some because the husband and wife had only recently been married. About 30 percent of families with related children have two children, and about 40 percent have only one child, under 18 years of age.

Most mothers who work do so because they have to. Frequently their earnings are the family's only support or are needed to help in maintaining the family. This is particularly true of mothers who head "broken homes". In 1949, nearly one-fourth of the married women living with their husbands worked outside their homes. Of the more than 21 million mothers with children under 18 years of age in 1949, over four million worked outside the home. One and a half million of these mothers had children of preschool age. Small children of working mothers often require day care, and older children may need before-and-after school services.²

The belief that home economics has something very important to offer young men and young women of college age is well founded and has been generally accepted by an increasing number of educators. Home economics is being recognized as an important part of education today. This is noted by the increased number of students electing to take

²Benjamin E. Youngdahl, Chairman, Fact Finding Committee, Children and Youth at the Midcentury - A Chart Book, (Philadelphia, 1950).

courses in home economics at the various levels of learning.

Home economics courses have appealed to many nonmajors because they deal with on-going life situations. Food, clothing, and shelter are continuous problems of the individual. The primary target of home economics in the junior and senior high schools is the improvement of home and family life in which all women and men are concerned. All young men and young women are potential homemakers. Regardless of the type of program a school may have, it seems that the primary purpose of home economics should be preparing the student for home and family living.

Home economics has an opportunity and an obligation to raise the standards of home life, thereby helping to raise the level of citizenship. Home economics has been successful in doing what no other educational group has attempted to do for its majors. It has recognized its obligations to every student as a potential homemaker at the same time that it has recognized the fact that most women need to become vocationally or professionally proficient.

The main purpose of home economics offerings in general education is to provide information and develop managerial skills, appreciations, and attitudes which will make the young person a better member of a family group, and, in consequence a more effective citizen. Little has been indicated thus far on what the content of the home economics courses in general education should be, but stress has been put on co-operative planning by which content can be determined by the local group.³

³Wylle B. McNeal, "Home Economics in General Education", Journal of Home Economics, 43 (November, 1951), 695.

In helping students to live more happily and effectively in their present homes and in preparing them for leadership in their future homes, home economics teachers, in many schools, are developing what are currently called family centered programs. Writers and research workers often have difficulty finding words, terms or phrases that will exactly express or describe a thought or an idea. As has been mentioned earlier, no field in education has undergone such a metamorphosis in terminology or content as home economics. Home economics as the name implies means teaching economics of the home. How many teachers teach only economics of the home? Often, much digression is noted in the teaching of home economics if the sole purpose is the teaching of the economics of the home. Sometimes some of the teaching done today is not the most economical. A family centered teaching program to be truly as the name implies would be a program that would be carried into the home and taught in the family. As used here, a "family centered program" is a term used to indicate that the subject matter taught relates to family interests, needs and problems and that it will probably be used ultimately in a family.

McGinnis lists the following criteria for a family centered teaching program:

1. A family centered teaching program relates all phases of subject matter to the entire life cycle of the family.
2. Family centered education takes account of the cultural level or background from which the husband and wife come and the one to which they now belong.
3. Family centered education is based on knowledge of the conditions under which families are living today, in our own country, our state, our community, or in the homes represented by our students.
4. Family centered teaching includes "shared homemaking".
5. Every aspect of home economics in a family centered program needs to be taught in relation to cost.
6. Family centered teaching today needs to be geared to the

- problem of time--in every class, every unit, each lesson, each choice made.
7. To understand one's own fatigue limits and the signs of fatigue in children and adults is essential in a family centered program.
 8. Family centered education enhances the worth and dignity of each member of the family and teaches in ways that decrease guilt feelings.
 9. Family centered education fortifies individual families to be free to set their own goals and make their own choices in spite of the pressures of advertising and conspicuous spending or the blows of depressions and wars.
 10. Family centered education teaches men and women how to make decisions democratically and how to take their differences and make wholes or unity out of them instead of conflicts and bitterness.
 11. A family centered program provides opportunities for the exchange of ideas and feelings between students and staff, especially in controversial areas.
 12. Family centered education needs to study more about the ways of group living and to give students practice in them as applied in every phase of living--choice of foods, clothing, shelter, activities, and attitudes in the family.
 13. Family centered education includes learning experiences with children, beginning with infancy and continuing through adolescence.
 14. A family centered program is surely also a child centered program.
 15. Family centered education provides help for young people who are disturbed or upset about their own family background and experiences or who wish to talk aloud and clear their thinking with someone whose experiences and judgment they trust.
 16. Family centered education stresses the needs of each student and tries to see that their needs are met in every class.
 17. A family centered program in home economics, then, wherever it is taught, is one related to the realities of family living, including all the stages through which each family goes.
 18. A family centered program allows many opportunities for choices. It increases the student's confidence in his or her own competency and ability. It helps each individual to understand himself better, especially in relation to his own family background, to authority, to group participation and leadership, to children of all ages, to pressures of advertising and conspicuous spending, and to his own goals, as a person, marriage partner, and parent.⁴

Family life in the United States today is different from family life a hundred, or even fifty, years ago. Many factors are responsible

⁴Esther McGinnis, "Family Centered Teaching", Journal of Home Economics, 44 (January, 1952), 9-12.

for our changing world. According to Foster, there have been two particular influences which have had a far-reaching effect upon individual and family life in this country and throughout the world: the Industrial Revolution and the progress of scientific discovery. These two factors greatly affected women in the United States, and anything that affects women changes conditions in home and family living.

Life in earlier families differed greatly from the life found in present day families. Previously many activities could be carried on as family affairs. For instance, the entire family could share in gathering the wood to build a fire. Today we find that fewer families use wood as a means of fuel and when they do it is more often purchased than gathered.

When this revolutionary trend is followed down to the relatively recent past, sociologists are found pointing out the factors which, in America, have most pronouncedly influenced and affected family life in this country. They point to the westward movement of the frontier, the rapid growth of the cities, the spread of mass public education and successive waves of mass immigration which displaced from the home many of the prior activities which centered with the family itself.⁵

Somewhere at the junior high school level there is need for a course centering around the activities of home life today. Chittenden feels that the home economist should be the instigator and integrator of research which will take an honest look at families, with their everyday problems and relationships. Many people are studying the

⁵Robert G. Foster, "Social Trends and Family Life", Journal of Home Economics, 41 (September, 1949), 357.

family today. The sociologist, the psychologist, and the psychiatrist are each making an invaluable contribution to our knowledge of family life. The home economist has a viewpoint toward the family that is indispensable. She thinks of the family as a functioning group, living together in a home, planning together for the day-to-day life of its members. She thinks in terms of the daily life of a family, of the responsibilities of the homemaker, of the management problems in relation to time and energy and money, and of the interactions of individuals as they live in the family.⁶

Family relationship education in high school must provide not only for development of attitudes but also for the acquisition of knowledge and skills so that ideals can be realized. Each member of a family must be able to share in the family's work and play, responsibility and satisfaction.⁷

High school students today are faced with many problems seldom reached in the traditional subject matter courses. Even the most casual survey shows that modern youth is concerned with vocations, family relations, sex, personal and moral problems, money matters, social customs, and many similar subjects and aspects of life.

Home economics makes a realistic approach to these aspects of education in that its subject matter content is inevitably bound up with the life problems of individuals. Those teachers who interpret their job mainly as the imparting of skills and information in the realms of food and clothing are growing proportionately smaller. The trend leans

⁶Gertrude E. Chittenden, "Breaking Ground in Family Life Research," Journal of Home Economics, 41 (September, 1949), 364.

⁷Vernal Danley, "Family Relationship Education in High School," Journal of Home Economics, 41 (January, 1949), 15.

more toward personalized teaching in problems of family living. This trend involves a guidance program, and guidance is concerned with values. It implies intelligent leadership in the making of choices in values in the light of consequences. The teacher's task takes on therefore a counseling aspect.⁸

Children need to be taught subject matter in a way to contribute to the child's understanding of his world--not teach history for history's sake, but history because it helps to explain the present; not literature for the sake of literature, but literature for the sake of beauty, of enjoyment and the understanding of the self and of other people.

Students need to be brought to appreciate the worth of each individual, the meaning of our freedoms, and the responsibilities that go with them. The teacher helps prepare democratic citizens partly by being a democratic person herself, partly by setting up the classroom in such a way that children can practice democratic living, as well as by teaching the subject matter that relates to democracy.⁹

The continual improvement of teaching is one of the goals of each growing, developing teacher. However, it is known that when a person attempts to work toward too many goals at once his attention may be so divided and his efforts so scattered that little is accomplished. It therefore became the purpose of this thesis to select one area of home-making in which improvement is recognized as being needed and study possible ways of bringing that improvement about.

⁸Marjorie Prieur, "Teaching for Values in Family Life," Practical Home Economics, 26 (October, 1948), 598.

⁹Celia Burns Stendler, "Children Need Subject Matter!" N. E. A. Journal, 39 (December, 1950), 655.

The Educational Situation
As It Relates to the Problem

Home economics at the college level today is mainly concerned with two purposes: that of preparing the individual for living a satisfying personal, home and community life, and that of preparing the individual for a profession. At the secondary level the main purpose of homemaking is preparing the individual to live happily, effectively and peacefully with the persons with whom he comes in contact. In earlier years, the main emphasis of a homemaking program was on teaching the skills and techniques necessary for performing various tasks. Today, although most home economists believe these skills and techniques are still important, homemaking teachers are becoming more concerned with the development of certain appreciations, understandings, interests and attitudes of the students.¹⁰ Real enjoyment in life comes from a number of things: appreciation for individual personality, appreciation for creative work and for work well done, interest in the growth and achievements of other people as well as in one's own, and attitudes of tolerance and respect for individual differences. This teaching poses many problems.

The trend in general education today is in the direction of integration. In educational thought it has been a prominent concept since about 1930 and has been used in a variety of ways, as:

1. A state of perfect unity, toward which efforts ought to be directed: Integration as a Goal.
2. A process going on inside a living thing: Physiological Integration.
3. A process by which a living thing adjusts to its environment and particularly which unifies the behavior of a human being

¹⁰Gladys Branegan, and Others, Home Economics in Higher Education, (Washington, D. C., 1949), 5.

- in relation to his environment: Integration of Behavior.
4. A process by which a group of people, or their culture, becomes unified: Social Integration.¹¹

In educational circles integration also has meaning; i.e., that of "an educational movement expressed in a variety of practices, all aiming to promote the general process of integration,"¹² including:

5. A curriculum pattern or way of organizing learning opportunities to promote integration. Educators have proposed to promote the integrative process by every major curriculum pattern. A continuing problem has been to determine the design of an Integrative Curriculum.
6. Unification of subject matter from several related subjects to form a more generalized subject or Integrated Course.
7. A completely unified activity program without subject-matter divisions is often called an Integrated Program. This term emphasizes the curriculum pattern more than it does the process being promoted.
8. An educational movement reaching generally against formalism and trying to approach "real life," education: Integration Movement.
9. An administrative process to promote more effective interaction among teachers and administrative and supervisory staff: Administrative Integration.¹³

In theory it is believed that:

In any given whole, integration goes on to the extent that each of its parts acts in harmony with other parts to promote the dominant pattern of activity of the whole; at the same time the whole acts in such a way as to promote action by each part in accord with its own dominant pattern. This process may extend indefinitely, if each part acts integratively with regard to the subparts within it, and on the other hand each whole acts integratively with regard to the larger whole of which it is a part.¹⁴

One trend in integration in general education today is toward a unified core curriculum in all phases of education, i.e., teaching one subject in relation to another. A core curriculum more fully defined may be regarded as that aspect of the total curriculum which is basic

¹¹Walter S. Monroe, Encyclopedia of Educational Research, (New York, 1950), 589.

¹²Ibid., 589.

¹³Ibid., 589.

¹⁴Ibid., 593-594.

for all students, and which consists of learning activities that are organized without reference to conventional subject matter lines. Traditionally, curricular offerings have been divided into "constants," required of all students, "variables," required of certain groups of students, and "free electives," required of no student, but possible of election by any student who has the necessary background, the inclination and the time. The subjects required of all (i.e., English, social studies, health, etc.), have been called the "core" curriculum.

It is to be expected that an evolving concept such as the core would have no fixed or precise meaning. However, the core curriculum, will have some or all of the following characteristics:

1. The core consists of learning activities that are regarded as basic to the education of all students. Within this framework, however, provision is made for individual differences.
2. The learning activities cut across conventional subject-matter lines.
3. The core utilizes a relatively large block of time in the daily schedule in order to make possible diversified activities such as trips, library work, discussions, demonstrations, and experimentation, without disruption of other scheduled classes.
4. The core provides for the extensive use of teacher-student planning in terms of the immediate and long-range needs, problems, and interests of students.
5. The core encourages, and frequently provides for co-operative planning and teaching in terms of the most effective use of the specialized abilities of the teaching personnel.
6. The scope and sequence of learning activities are determined by the needs of the situation rather than by the logical organization of any one subject or field.
7. The core organization tends to discourage the use of long periods for drill or laboratory exercises which do not contribute directly to the central problems involved in the unit. Regular drill periods are not set aside but are planned as the need develops.
8. The core frequently absorbs the activities generally assigned to homerooms, such as class business, social affairs and the recording and reporting of student progress.
9. Many core curriculums include the guidance and counseling function. Guidance and the curriculum become inseparably connected.
10. The core organization encourages the development of broad comprehensive resource units which teachers may draw upon in planning activities.

11. A distinction is frequently made between the core period, which embraces many marginal and related activities (i.e., drill, leisure reading, supervised study), and the core unit of work which serves as the unifying center of the activities of students.¹⁵

A core curriculum involves integration of many kinds including course integration but the integration of subject matter does not necessarily lead to or result in a core curriculum.

Sociologists once thought the sciences of social living were isolated and not too much a part of our whole every day living. "The past decade has witnessed a revolutionary development in the psychological and social sciences. A number of disciplines that had previously pursued independent courses in the analysis of particular facets of man's individual and social behavior have been discovered to dovetail into one another so neatly that they are well on the road to being fused into a single integrated science."¹⁶

This development has been widely misunderstood as a mere pooling of separate scientific skills and techniques on cooperative research programs. The significant fact, however, is that the integration has taken place at the level of theory. At least four previously distinct systems of theory have been found so closely related that each supports the others and is in turn illuminated by them. These four are the theory of learning and behavior developed by behavioristic psychologists, the theory of social relationships and social structure developed by sociologist and social anthropologists, the theory of culture and cultural change developed by anthropologists with significant assistance

¹⁵Harold Alberty, Reorganizing the High School Curriculum, (New York, 1949), 154-155.

¹⁶George Peter Murdock, "The Science of Human Learning, Society, Culture and Personality," The Scientific Monthly, 49 (December, 1949), 377.

from sociologists, and the theory of personality and its formation developed by psychoanalysts and psychiatrists.

Dr. Murdock has given considerable time and thought to the idea of the integration of human learning, society, culture and personality theory. One of his first problems was to find a word that would cover all phases equally without showing favoritism to the sociologist, the anthropologist, the psychologist or to the behaviorist. The term "lesocupethy" was the result--a term coined from LEarning, SOciety, CULture, and PErsonality TheorY.¹⁷

Good defines subject integration as:

the process or practice of combining different school subjects and presenting them as aspects of one unifying project of activity, for example, teaching geography, history, art, English and arithmetic in connection with a study of the Panama Canal.¹⁸

Another example might be the integrating of subject matter in such a way as to bring about the solution of a problem. Homemaking education reflects these trends, and efforts in the direction of teaching one phase of homemaking in relation to another are increasing. One example is the way in which clothing construction and design courses have been integrated in the Homemaking Department at the Carnegie Institute of Technology.

The first step toward this integration was to examine the various problems in clothing and design in an attempt to determine where it might be profitable to integrate the subject matter. It was found that several courses offered opportunities for integration: Costume Design I and Clothing I and II, Costume Design II and Clothing III,

¹⁷Ibid., 377.

¹⁸Carter V. Good, Dictionary of Education, (New York, 1945), 221.

Historic Costume and Costume Design III and Clothing IV—all three-semester-hour courses. The curriculum of necessity had to be re-arranged to allow parallel scheduling of these courses. Courses affected were revised so that the units of work to be dovetailed or correlated came at the right time.

Originally the basic clothing course, patternmaking and draping, was in the sophomore year, while the basic design course was given in the junior year. These courses, known as Clothing I and II and Costume Design I, lent themselves most logically to experimentation in working out experiences in common problems. To make it possible to dovetail these courses, they were all scheduled for the sophomore year when the students began work in major sequences.

It seemed that one way to strengthen the technical training and at the same time effect some saving in hours was to integrate or dovetail related courses. To do this successfully, several factors are extremely important. First of all, in the subject matter areas involved, there must be staff and personnel that is sympathetic to the idea and creative in working it out. Each staff member participating should have a background in the areas being integrated and a real appreciation and respect for the area that is not her specialty.¹⁹

Another example is the way in which college teachers in the field of home economics have integrated home safety information into subject matter courses; realizing that safety is not something apart from real life situations but is related to the many activities engaged in by homemakers and their families, and that teachers and students need to

¹⁹Calla Van Syckle and others, "Integrating Clothing and Design Courses," Journal of Home Economics, 40 (April, 1948), 189.

learn what is safe performance and then practice doing every activity the safe way until new and safe habits are formed. Teachers have found that it does not necessarily take extra time in an already overcrowded course to teach and practice safety. The home accident situation is a serious one and that accidents can happen to anyone must be emphasized. Teachers and students must become safety conscious if they are to make homes and laboratories safe, and if every activity is to be performed safely.

Integration of home safety can be taught in housing courses: emphasizing the hazards of floors on different levels when planning a house, stressing the importance of safe wiring, including safety features in a house. In home management courses teachers integrate home safety education by teaching that good housekeeping is safe housekeeping, that equipment be kept in good repair, that proper and adequate storage is essential to safe home management, that waste paper and trash should be disposed of regularly, that stairs should be kept clear, and furnishings can be arranged to prevent accidents. Teachers in child care courses can teach safe practices. Teachers can also integrate safety education in other subject matter courses including home furnishings, family relationships, consumer education, and household equipment.²⁰ Basically, the same principles of integration can be applied to teaching at any grade level whether it be in junior high school, secondary or college teaching.

It seems likely that other areas of subject matter might be integrated in the homemaking teaching in much the same way as the teaching

²⁰Rufie Lee Williams, "Ways of Integrating Home Safety Instruction," Journal of Home Economics, 39 (May, 1947), 273-274.

of safety has been done. For example, would it not be profitable to consider relationships problems as they arise in class room situations in addition to considering groups of relationships problems in specific units of teaching and specific courses? It would seem that such integrated subject matter and educational experiences would result in increased learning. Mort and Vincent point out that:

A person learns most quickly and lastingly that which has meaning to him---(that) Learning is more efficient and longer lasting when the conditions for it are real and life like.---(and that) Piecemeal learning is not efficient.²¹

²¹Paul R. Mort and William S. Vincent, Modern Educational Practice, (New York, 1950), 401-402.

CHAPTER II

DESCRIPTION OF THE PROBLEM

In the introduction to this study attention was called to current trends in homemaking education, one of which was the trend in the direction of centering homemaking programs on the family and its members, and of integrating parts of such programs into the total educational programs of schools. This trend could be advanced in many ways but it was decided to limit the present study to a consideration of some ways in which selected aspects of family and personal relationships could be integrated into the learning program of a ninth grade clothing class.

Statement of the Problem

The younger and less experienced home economics teachers are often unaware of the many opportunities to integrate education for personal and family relationships into a "more or less" traditional subject matter course, such as a course in ninth grade clothing, and fail to make the best possible use of the situations which develop naturally in average classroom situations. In this study it was assumed that many opportunities for dealing with, and helping parents and students to deal with, relationships problems would present themselves, and the hypothesis was advanced that ways could be found to help students and, in some instances, their families to understand some of the causes for conflicts between and among people and understand some possible ways of resolving them. It was beyond the possibilities of this study to ex-

periment with these ways. It then became the purpose of the study to note and recall situations related to the classroom teaching of ninth grade clothing in which the relationships between or among students, family members and teacher were strained; analyze these situations for possible causes; and suggest ways of dealing with the situations with the view to arriving at satisfying outcomes for all concerned, if possible.

Procedure

In order to achieve the purpose set up for this study, the following steps were taken:

1. Problems which had been observed or experienced in the classroom were defined and described in detail drawing attention to the conflict which existed in the situation.
2. An analysis of the problem was made to try to determine possible reasons or causes for the problem developing.
3. An attempt was made to describe what might be considered a "good" or "desirable" situation worth striving for in each particular problem.
4. Suggestions were made as to what understandings would be likely to contribute to bringing this desired situation about.

Educational Philosophy

as it

Relates to the Study

An educational philosophy may be said to be a set of values which one cultivates that serves as a guide for his actions or behavior. A philosophy is basically the same for all people--the professional phil-

osopher and the so-called "common man." It is what a person believes.

Alberty says:

it is probably true that every individual does have certain preferences, certain things that are more highly prized, certain desires that are warmer, more dynamic than others to which he gives allegiance and which somehow form a rough pattern for living.¹

For want of a better name this may be called a person's outlook or philosophy. According to Spafford, a philosophy to be a valid one, should be one's own, an outgrowth of personal experiences weighed against the experiences of other people. It should be a growing philosophy, never a finished piece of work. In Spafford's opinion ideas of values should change, the outlook on life and education should be modified and enriched as life goes on.

Whatever a person does grows out of what he believes-- the values which mean most to him. This is as true in teaching as in any other aspect of life. Differences in philosophies of education and in their interpretation account for differences in practices. At no time has there been complete agreement among either educational or lay persons as to the basic values in education or the ways in which they can best be achieved. To achieve a functioning philosophy, the teacher will have to arrive at answers to a number of fundamental questions concerning her beliefs about the needs of people and how they may be met, how people learn, what a good society is and how it may be obtained and maintained, and still others concerning the job of the school, the place of home economics in the curriculum and the responsibility of the teacher.²

¹Harold Alberty, Reorganizing the High School Curriculum, (New York, 1949), 29-30.

²Ivol Spafford, Fundamentals in Teaching Home Economics, (New York, 1942), 13.

In dealing with relationships problems, and helping others to do so, it is generally understood that the philosophy which a teacher has evolved for herself in regard to such problems will influence her behavior in the same way in which her general educational philosophy will influence all aspects of her teaching.

In dealing with any problem the first step is to face it realistically. In the area of relationships one of the first facts to accept is that whenever two or more people work or play together conflict is inevitable. Pretending that it is otherwise is the result of wishful thinking. One of the attributes of good mental health is that the individual faces his problems realistically and learns to deal with them.

English and Pearson point out that "Throughout the world there is a constant struggle being waged."³ These authors describe the following four types of conflict to support their point:

1. On the one hand there are living creatures constantly striving to remain alive and to keep their species alive, and on the other the elemental forces whose action is inimical to life. Each living creature is forced constantly to wrest its livelihood and protect its life and the life of its species from these inimical forces, and its survival depends on its ability to accomplish this struggle successfully.
2. —the living creature—must contend with forces within itself whose action is to break down the complex molecule consistent with life into simpler, nonliving molecular constellations in order that the energy required for life itself may be liberated. We do not understand just what constitutes life; therefore we do not understand the nature of the forces which strive to preserve life— or the nature of the forces within the organism which tend to destroy it. We can only observe the manifestations of their presence.
3. Most animals cannot maintain their existence without assimilating molecules that are or have been alive themselves—. Therefore the third conflict is the struggle for existence between the various forms of life. In this struggle the

³Spurgeon English and Gerald H. J. Pearson, Emotional Problems of Living, (New York, 1945), 17.

species, race or individual that is better equipped at the time is victorious and continues to live, while the vanquished dies.

4. A fourth conflict is found among the higher animals, including man. These animals tend to live in a social organization, whose purpose is better to protect their existence against the inimical forces of the physical world and of other living creatures. —To accomplish this (purpose) certain rules of conduct are formulated by the group—. At the very best, these rules curtail the individual's freedom in living—. There arises a conflict (or conflicts) between the individual's instinctive drives (or what he thinks or wants to do) and the groups rules of conduct (or what individuals in the group think or want to do).⁴

It therefore appears to be inevitable that a certain amount of conflict will develop between and among people who work and play together. It is extremely unlikely that there are very many people in the world whose behavior is such that conflict never arises. Perhaps this is "good," because although intense and continued conflict can be very painful and produce much misery, a certain amount of it can be stimulating: as in games of competition wherein those taking part have learned to appreciate excellence of performance in others as well as in themselves, and wherein losing doesn't carry with it a sense of loss of personal worth, but stimulates the loser to do better the next time: or as in discussions wherein conflicting opinions are voiced. Such difference of opinion may lead to a new opinion, more valid than either of the conflicting ones. Much depends upon how it is accepted and dealt with. Much, too, can be avoided. Unfortunately, in the social world in which people live today conflict is necessary unless those willing to see the forces which they view as being for the good of each individual yield to forces which, in their opinion are not for the individual's good. One

⁴Ibid., 17-18.

mark of the mature person is the ability to decide wisely when a conflict situation merits a "show-down," so to speak and when it does not. Such decisions will relate directly to the values held by the people concerned. The problem in education, then, is to help students to accept conflict as an integral part of life today, help them to learn how to avoid much of it and how to deal with it in such a way that good can come of it.

It is safe to assume that in all dealings or relationships with people differences of opinion and potential conflict situations will arise. It may further be concluded that one does not even have to have contact with other people in order to have conflicts result. Conflicts within the individual are a very important type of conflict that needs attention which will lead to some type of resolvment.

Conflicts may be resolved in a variety of ways. According to Landis, conflicts are often resolved in three common ways. Basically these fundamental ways of resolving conflict may be applicable in part or in whole for anyone having conflicts. The most common and the most desirable is for mutually satisfactory adjustments to be worked out. Then no one of the persons involved in the conflict is required to make a great sacrifice in giving in to the wishes of the other. Each compromises to a certain extent and finds satisfaction in the outcomes. This type of adjustment makes for a feeling of confidence and security.

The second type of adjustment may be called accommodation. Accommodation is adjustment to opposing viewpoints or antagonistic characteristics. It may take any one of several forms. It may involve the renunciation of protest or aggression against undesirable conditions of life and the organization of the character so that protest does not appear and acceptance does. It may come to pass in the end that the unwelcome force is idealized, that one identifies himself with it and takes

it into his personality.⁵

Persons may resolve their differences by striking an equilibrium in which each tolerates the behavior of the other with little or no protest. Both may recognize that they have not reached a satisfactory solution, but their state of accommodation will be such that their differences place very little strain upon the relationships. During the process of accommodation the persons may discuss issues and attempt to reach mutuality of views. Sociologists speak of cooperation, or collective effort for common ends, as a form of accommodation.

A third form of adjusting to a conflict situation according to Landis, is to accept a state of hostility as being the only form of relationship possible at the moment. This form of adjustment is a failure to arrive at any real adjustment in the conflict areas. Constant quarreling and bickering goes on or tension is produced by expressed or unexpressed antagonism. Truly, this is an unhappy type of adjustment to differences.⁶

Basic to being able to solve any problem is the ability to understand it. To understand a problem involves being able to see the cause of the problem in addition to being able to see through the problem. When an individual gains some understanding of a particular problem, understanding of ourselves is automatically gained, which in turn helps in understanding others. If a person has some understanding of a problem, he is more likely to be tolerant of the causes or

⁵Judson T. Landis, and Mary G. Landis, Building a Successful Marriage, (New York, 1948), 240.

⁶Ibid., 240-241.

reasons for the problem developing.⁷

Fundamentally, ways of resolving conflict are about the same. Different authors have different ways of expressing their ideas on resolvment of conflicts. Blatz places emphasis on three things that every member of a family or group has to learn if their home or environment is to be a good place in which to live. They are: cooperation, compromise and tolerance.

The idea of cooperation takes a long time to learn because there are so many people who become so proud of what they do themselves that they become jealous of their own smartness and are afraid that if they work with someone else they may have to divide the credit. After all, there is no fun in credit. The fun is in the doing of the job, whatever it is. In cooperation everyone works together, sharing in the fun of the job and in the responsibilities. Each one does the best he can. If a group is wise in organizing the work the duties will be assigned to the person who is the best at a particular thing. If everyone is equal in his ability to perform certain tasks, all will take turns at working together. When the job is completed no one will say "This is mine" but all will talk of "ours." All who worked together will be proud of having finished the job, and none will think they could have done it alone or that it could have been done better if it had been done alone.

Next is compromise. What it means is, "you are willing to give up something in order that you may get something else. The 'something else' usually is the pleasure you feel in being with other people--because kids are more interesting than things. It is far more fun to

⁷Lee Edward Travis, and Dorothy Walter Baruch, Personal Problems of Everyday Life, (New York, 1941), 124.

ski and skate and swim when you are with others, because their company makes what you are doing far more enjoyable to you."⁸

People are often heard to say "I can't tolerate so-and-so." What that really means is, they do not like that person for some reason or other. Individuals are bound to like and dislike certain things, but when it comes to people, they are liked or disliked according to whether or not they can help persons to enjoy life. As one grows up, he must look for the qualities in a friend that add to his enjoyment and interest and companionship. Grown-ups talk about qualities in people which have nothing to do with companionship and interest, but have to do with certain prejudices that all adults have. If everyone would cooperate in trying to resolve existing conflicts and be willing to compromise with and tolerate the persons with whom he will come in contact, his conflicts will never become so large that they cannot be resolved.⁹

Briefly Waller and Hill say conflict may end in compromise or accommodation. Compromise is here defined as:

an arrangement in which each person gives up something of what he desires and obtains some corresponding concession from the other person. An accommodation is a living arrangement by means of which people are able to continue to enjoy a common life in spite of some conflict in their wishes.¹⁰

There are many types of conflicts between and among people. Since no two individuals are exactly alike or even close to being identical, there are bound to be differences in thinking, attitudes, desires, and feelings. Where there are differences, there are likely to be some

⁸W. E. Blatz, Hostages to Peace, (New York, 1940), 12.

⁹*Ibid.*, 13.

¹⁰Millard Waller and Reuben Hill, The Family, (New York, 1951) 306.

conflicts.

It has been stated previously that in all interpersonal relationships differences of opinion will arise which will cause conflicting situations. Conflict is defined by Cameron as "the mutual interference of competing reactions which prevents the adequate development, continuation or consummation of ongoing behavior."¹¹

¹¹N. Cameron, The Psychology of Behavior Disorders, (Boston, 1947), 131.

CHAPTER III

RELATIONAL SITUATIONS IN A NINTH GRADE

CLOTHING CLASS WITH IMPLICATIONS FOR TEACHING

Many different kinds of relationship problems arose in a ninth grade clothing class which showed evidences of conflict, misunderstanding, irritation, resentment and frustration. On the other hand evidences of understanding, cooperation, willingness to compromise, showing consideration for the needs and wishes of other members, and resolving of conflicts to the mutual satisfaction of two or more members were not common. Often relationship problems arose which had no immediate solution and necessitated the acceptance of situations about which the student could do nothing for the time being.

The five problems selected for use in this study were selected at random. However, care was taken to make sure problems were selected which illustrated different types of relationships. They included a conflict between a student and a parent, a student and a grandparent, a student and the teacher, between two students and between a student and the class. These types of problems seemed to be very common and are probably the same types other teachers would find in their teaching.

As yet psychologists have not agreed upon a single definition of learning, although there has been considerable discussion of the problem. The major problem of definition seems to be to distinguish be-

tween learning and maturation and between learning and fatigue or work decrement. The source of difficulty in making the distinction between maturation, learning and fatigue is that all three are inferences from performance changes, and the performance may reflect the operation of one or all three in combination.¹

No matter what is learned, the process of learning is fundamentally the same whether or not it is carried on incidentally. If the teacher understands the process of learning, pupil learning will likely be more efficient and there is some assurance that the modifications of behavior sought may actually be obtained. Although learning is largely a process of finding out what to do in different situations, the process of determining what the situations are and how they differ tends to be neglected.

Parents may be heard to remark "I don't care so much what my children learn at school. They will probably forget most of it anyway. What I want is to have them learn to think, learn to use their minds." Such remarks are in harmony with the reflections cast on the learning of "mere facts" or on what the student can memorize for an examination. Throughout the ages, to attain understanding and wisdom has been a goal to be sought, while in practical affairs, in business or politics the person is needed who has ideas and who can think up ways to meet problems.

Human beings are far superior to all lower animals in their capacity for learning. They can distinguish more complex patterns of stimuli to which to respond; they can make more complicated responses;

¹ Arthur W. Melton, "Learning," Walter S. Monroe, Encyclopedia of Educational Research, (New York, 1950), 669.

they can associate past experiences symbolically; and they can learn to create new things. As a person grows from infancy to maturity, his abilities increase and he may be enhanced by experiences especially provided.

Trow discusses four aspects of learning. They are as follows:

1. Selectivity, the percept and concept, the process of responding to part of a situation, or a pattern of related parts.
2. Association and conditioning, or learning to make familiar responses to stimuli that have not previously elicited them.
3. Thinking and problem-solving, or discovering and selecting responses appropriate to new arrangements or patterns of stimuli.
4. The availability of past experience through retention and transfer, dealing with the effectiveness or previous learning in subsequent situations.²

The aspect of learning which has been given the greatest consideration in this study is the aspect of thinking and problem-solving.

Melton, quoting from Carr³ says that "a problem situation occurs whenever there is 'a lack of adjustment between the organism's motivating needs, its immediate environment, and its reactive equipment.' There is no problem situation if there is no unrequited need or if the present need can be readily satisfied through the medium of innate or previously acquired behavior, even though the environmental conditions may appear to present an obstacle."⁴

Trow lists seven guides to correct thinking which are in reality steps to follow in problem solving. These are listed below:

1. Locate the problem.
2. Determine the conditions.

²William Clark Trow, Educational Psychology, (Boston, 1950), 370.

³H. A. Carr, Psychology, (New York, 1925), 432.

⁴Arthur W. Melton, "Learning," Walter S. Monroe, Encyclopedia of Educational Research, (New York, 1950), 670.

3. Note each solution.
4. Try out most likely hypotheses.
5. Record all trials and their consequences.
6. Invite further suggestions.
7. Generalize cautiously.⁵

Learning is a process that goes on continuously, embracing all activity that makes later behavior different from what it would otherwise have been. The ability to modify behavior through experience is a characteristic of all living beings. It is by virtue of his complex brain that man surpasses all other animals both in the speed and the range of his learning.

Different authors describe the learning process in different terminology. Phases of learning are stated as follows by Grabbe:

1. The learning process follows certain definite laws. It involves, first of all the presence of a learning situation. This arises when a need manifests itself with sufficient strength to force the organism to action.
2. A "trial and error" period usually follows when the organism explores various possibilities, testing different avenues of approach and making many responses inadequate to the successful realization of the goal.
3. After a sufficient number of trials, the so-called "random" or "faulty" in what the organism does becomes eliminated, and responses are thus narrowed down to those which are most effective in satisfying the goal.⁶

Learning takes place according to definite psychological principles. Practice does not always make perfect. According to Miller and Dollard learning may be simply described as taking place when one wants something, then one will notice something, will then do something and in return will get something. More technically stated the factors are (1) drive, (2) cue, (3) response, and (4) reward.

In learning some form of motivation must be present. A person

⁵William Clark Trow, Educational Psychology (Boston, 1950), 475-478.

⁶Paul Grabbe, We Call it Human Nature, (New York, 1939), 46-47.

must want to do something or must want something before any effort will be made toward seeking a goal. The drive impels the person to act or respond. Responses are elicited by cues and different actions taken to manifest the drive after responses are made. Because reward is essential to the building of and to the maintenance of a habit, the unsuccessful response tends to be weakened and not to reappear. This gives other responses a chance to occur. After the response the person may see, seize or attain the desired goal which is the reward.⁷ Learning is, of necessity, an integral part of problem solving.

In analyzing the five relational situations chosen for study it was realized the relationships problems could not be solved in the sense that the suggestions for solving them could be actually tried out; but it was believed to be profitable to think them through to the point of experimentation. In these analyses the five situations were described and possible reasons or causes for their having developed were suggested. An attempt was then made to describe a desirable situation wherein the persons involved would be mutually satisfied; after which suggestions were made as to what understandings would be likely to contribute to bringing this desired situation about.

Analysis of Problem I

Description of the Problem:

Rose was a very capable and very talented ninth grade girl. She presented several problems to teachers who had boys in their classes. One of her problems in school involved boy-girl relations. Of course,

⁷Neal E. Miller and John Dollard, Social Learning and Imitation, (New Haven, 1941), 16-17.

in the ninth grade clothing class the situation was a little different. Her problem there was one in which her abilities and her standards for clothing construction were higher than others in the class. Her work was completed very rapidly and her interest was very keen in so far as homemaking in general was concerned. Rose often expressed a sincere liking for clothing and items pertaining to clothing and clothing construction.

This student was a transfer student and had not had the same background training as others in the class. She had not been in a school that offered homemaking to 8th grade students, consequently she had not had homemaking that year. However, she had had one semester of homemaking in the 7th grade as background for the course. When Rose came into the class it was feared that she would present a problem in being slow. Her problem was just the opposite. It was difficult to keep the class up with Rose.

Rose had done a considerable amount of sewing at home which would help to account for her ability. After students in the class became aware of the outstanding ability Rose possessed in clothing construction, all the students would try to get Rose to do their work. Rose was always willing to help and would sometimes try to do the other students' sewing for them. There were no objections to Rose helping the students but Rose was not to do the other students' work for them. Weeks went by and Rose helped several of the students in the class at the same time she was working on her own garments. After Rose had completed making two garments while most of the class was about half-way through their first one, it was discovered that several of the girls in the class had become very jealous of her. Whether they were jealous of her helping other students or jealous of her ability to sew was not determined.

At any rate they were obviously very jealous and were showing it in such ways as passing her in the hall without speaking, ignoring her in class, no longer asking her for help, and gathering in cliques and looking at Rose while talking in low tones as though they were talking about her. The rumor was also started that "Miss Rhodes does Rose's sewing for her," which was unjustifiable. Rose received less help from the teacher than any of the other students in the class.

This problem really involved the class more than it did the one student. Rose was the type of person who did not let the unpleasant things of life bother or upset her, and she gave little evidence of being aware of the unfriendliness of the other students. On the other hand the students in the class reacted in different ways. Several of the students just "gave-up" so to speak and did not show any interest whatsoever in completing what they had started. One girl was heard to say, "Well, I can't sew like Rosie does so why should I even waste my time trying." Others would make such statements as "I wish I could sew like Rose," "I wish my clothes would fit me and look as nice on me as Rose's clothes do on her," "I wish my mother could afford to buy me pretty materials to sew on like Rose's mother buys for her."

Possible reasons (or causes) for the problem developing:

1. Rose had done more sewing at home and had learned more about clothing construction techniques at home than had other students in the class.
2. The students in the class were jealous of Rose and her ability to sew.
3. Several of the students in the class were not putting forth the effort Rose was.

4. Some of the students in the class did not show the interest in clothing construction necessary to develop the skills Rose possessed.
5. Many of the students in the class had failed to recognize and accept the fact that every individual has different interests, abilities, values, needs and standards.
6. Rose, realizing she had had less clothing work in school than most 9th grade girls, might have worked extra hard to accomplish the same as others in the class and because of her innate ability, high standards and interest produced results superior in quality as compared to others in the class.
7. The students had not learned to evaluate their own progress in terms of their own needs, abilities and previous experiences.
8. The students were not aware of the extent to which previous experiences and training affect one's ability to perform.
9. Rose had been complimented so frequently and so highly that the others had come to feel inferior and discouraged.

Description of the Situation Desired: One in which

1. Each member of the class could willingly recognize and accept her own capabilities and limitations.
2. The girls would be free of jealous feeling toward other members of the class.
3. The students are able to accept the fact that everyone has certain natural abilities along with certain abilities or skills which have been and have to be developed.
4. Each member is reasonably mature; free of jealousy, and can take delight in seeing other people do something better than

he can do.

5. Each member is able to evaluate and appreciate his own progress and accomplishments.

Understandings Thought to be Valuable in Producing a Desirable Situation:

1. No two people are interested in the same thing to the same degree, and no two people can perform the same job with the same ease and skill.
2. A harmonious relationship between or among people cannot be fostered to any appreciable degree where a feeling of jealousy exists on the part of those involved.
3. People can live together more happily in any society when they can accept each person, including themselves, as persons of worth regardless of their social, economic or educational background.
4. Ninth grade students can learn to think and to reason many things out for themselves.
5. It is possible to obtain a great deal of pleasure from observing the progress of others.
6. The inherent reward which comes from the personal satisfaction of doing something well, and of acquiring a skill that can be an asset throughout one's life time, is more rewarding in the long run than the satisfaction which comes from surpassing someone else.
7. There are many advantages in knowing how to sew.
8. The same relationships principles which apply in classroom situations also apply in a family situation.
9. Pleasant relationships within a class are conducive to in-

creased learning.

Analysis of Problem II

Description of the Problem:

Jane was a member of the 9th grade homemaking class in which a beginning unit on clothing was being started. Time had been spent on the discussion of patterns suited to the individual, and fabrics suitable for the various patterns chosen.

The class was busy fitting their patterns and placing the patterns on their fabrics. After Jane had tried to place her pattern on her fabric she said, "Miss Rhodes, I do not have enough material to make my dress." I went to her table, measured her material and checked the measurement with the yardage requirement on the back of the pattern envelope. I discovered the girl had only four yards of fabric and the pattern called for four and five-eighths yards. I asked her if the clerk had made a mistake in measuring the fabric at the time she made the purchase of her goods. She replied "No, mother would only let me have four yards of material. She said four yards of material was all I ever needed to make a dress."

Jane had been trying to avoid having to tell me of the conflict she had had with her mother. No explanation was given as to why the mother would not permit her daughter to purchase the needed yardage for the particular pattern selected except that she thought Jane could make any kind of a dress from four yards of fabric.

In this problem, which involved the student, the mother and the teacher, it was felt the student suffered the greatest consequences because it was she who experienced the feeling of frustration which came from trying to make four yards of material "do" when four and five-eighths

yards were needed. Jane went right along with the class in placing her pattern on her fabric and trying to make everyone think she had the required amount of fabric for the dress when she knew all along she would be unable to get the dress out of the amount of material she had. She showed some embarrassment at having the teacher know the conflict existed. Her attitude toward her mother displayed a feeling of hostility because everything she would say about her mother for a few days would be said with a frown on her face, a raised eyebrow or in a tone of voice that was not the student's normal tone. Since an interview with the mother was not possible at this time, it was difficult to determine exactly how the mother felt about the problem. From implications made by the daughter, the mother apparently possessed a domineering attitude. Jane would make such remarks as, "Mother never lets me have what I want," "Mother always tells me what to wear to school," "Mother got up on the wrong side of the bed this morning," "Mother never will let me go out with the rest of the kids," and other such remarks.

This situation developed into a problem from the very beginning because after the student had made it known to the teacher that she did not have enough fabric for the selected pattern she tended to lose interest in the garment. She told her mother she did not have enough fabric for the pattern and tried to locate another pattern at home which could have been used, but was unsuccessful in her attempt to find one. Next she tried to talk her mother into buying some more material and the mother would not drive to town (which was about 10 miles) to get anymore material. The mother insisted the dress could be made from the pattern purchased out of the four yards of powder blue organdy which the student had.

Possible Reasons (or causes) for Problem Developing:

1. The mother has not realized that the girl has been growing rapidly and now requires more material for a dress.
2. The mother has not realized or was refusing to acknowledge the fact that some styles worn today require more material than others.
3. The mother, having had considerable experience in sewing had found she could usually get a garment out of less material than the pattern called for by slipping the pattern pieces around and using a different layout for cutting than that shown on the guide sheet, and did not realize that cutting out a garment by that method was too complicated for one who was just learning to sew.
4. Possibly the mother did not study the pattern very carefully nor check all the details such as a full, gathered skirt, full, puff sleeves and a large collar. Such details usually require more material than do dress patterns having straighter and simpler lines.
5. The mother may not realize that children need more material because of their very awkwardness and lack of skill in cutting.
6. The mother may not have thought it necessary to consider grain line of fabric and was willing to sacrifice this standard in cutting out the dress.
7. Once the mother had made the statement that four yards of fabric was enough to make a dress, she wasn't willing to retract it.

Description of the Situation Desired: One in which

1. The student would be free from hostile feelings toward her

mother.

2. The mother would be aware of her daughter's abilities and state of development and take them into consideration in guiding her and in making decisions concerning her.
3. The student would have a sufficient amount of material to be able to make an attractive garment and one which she would be proud to wear.
4. The girl would be able to experience the feeling of having satisfactorily accomplished her feat.
5. The mother would feel that the school, and especially the home-making department, was trying to cooperate with the home in helping the girl learn to plan her clothes economically as well as to develop skills in clothing construction.
6. The mother to be interested in the daughter learning as many clothing construction techniques as would be possible for her to learn in a 9th grade clothing class.
7. The student would develop enough interest in clothing in the 9th grade to make her want to continue to learn more about sewing and take other courses in clothing after she gets into high school.

Understandings Thought to be Valuable in Producing a Desirable Situation:

1. Misunderstandings often come about because we do not know all of the factors involved.
2. Misunderstandings can usually be cleared up if each person tries to understand the other person's point of view.
3. It is possible to develop social abilities and skills that will help us to become more happily adjusted with the people with

whom we live and come in contact.

4. Every person is of worth and can make his own unique contribution to the group in which he lives.
5. When parents are interested in the activities of the school and try to cooperate with the personnel of the school in making the students' experiences happy, satisfying ones, the student is likely to learn faster.
6. As the styles of the teen-age girls' clothes change, it is possible that the amount of material required to make those clothes will change.
7. The mother and daughter could have a happier relationship if each could understand and appreciate the fact that the other has feelings and ideas which should be respected.
8. Students are able to do a better job of their work in school if they are free from feelings of hostility.
9. Students are more likely to enjoy their work in school if they have the necessary materials with which to work.
10. Both mother and daughter would show signs of maturity if they learned the importance of attacking problems with intelligence rather than by imitating other people or by learning ready made answers.
11. An appreciation of others in family, school, social or community life is helpful in building a satisfying personality.
12. The amount of fabric required to make a dress varies with the style of the dress and the size of the person for whom the dress is to be made.
13. The directions for cutting, which accompany patterns, sometimes

require more fabric than absolutely necessary, in order to facilitate ease of cutting.

14. Sometimes patterns can be altered in such a way that less fabric will be required, and still produce a pleasing garment.
15. Sometimes conflict situations cannot be resolved without compromise.

Analysis of Problem III

Description of the Problem:

This problem involved two ninth grade girls who supposedly were working together as clothing partners. Each was supposed to help the other with such jobs as fitting the pattern and helping to make any adjustments that needed to be made, working together in placing patterns on their fabric to speed up the cutting process because of limited table space, fitting the garment, marking hem lines and any other process related to clothing construction in which one can use assistance.

Carol and Judy were working together. Carol was a very attractive girl who knew a good bit about sewing. Carol, being Judy's sewing partner, helped her any time she needed help and was happy to be of assistance to Judy or to anyone else in the class. In other words, she was a very good student and had a very cooperative attitude and was willing to assume her share of responsibility in the class. On the other hand, Judy was a little slow in helping students, especially Carol. Judy had had the same class instructions that Carol had had but it seemed that everything she did for Carol was the wrong thing and practically everything she did had to be done over. At the beginning, she pretended she did not exactly understand how certain things should be done so the teacher or some other student would help Carol. After per-

sistent effort in keeping after Judy and making her do the job until she had done it correctly, it was discovered that Judy did know how to lend the assistance expected of her but apparently did not want to help Carol. As a result Carol would often get behind in her sewing.

Apparently Judy was a little jealous of Carol because Carol was well liked by all the students in the class and was one of the leaders in the school. Judy was a cute little girl who made friends easily but somehow she could never manage to keep friends as well as Carol could. Judy's unwillingness to cooperate and share responsibility was a very possible reason for the students "avoiding her" or "turning away from her" as they did.

Anytime Carol would need help she would always have to ask for it. When Carol would call on Judy for assistance, Judy would always manage to be very industriously working on her own garment. One of her favorite answers was, "Just a minute. I've got to finish this before I can put my work down." Judy would manage for that particular job to take up enough of the class period so she would not have time left to help Carol. Consequently, Carol would be unable to continue her work according to her work plan. She would get behind in her work but because of her ability she could manage to catch up and never did stay very far behind for long periods of time.

Judy may not have wanted Carol to do as well with her sewing as she was trying to do. Maybe she wanted to finish her garment ahead of Carol. At any rate, Carol felt she was not getting the assistance she justly deserved from her clothing partner, but because of her maturity she never made an issue of it. Judy may have had feelings of guilt because of not cooperating as she did. She possibly felt inferior within her-

self and was trying to compensate by outdoing Carol and finishing the job ahead of her. Too, Judy was not accepting her share of the responsibility in the class.

Possible Reasons (or causes) for the Problem Developing:

1. Judy was possibly jealous of Carol's ability to sew.
2. Judy possibly felt insecure within herself and was compensating by not cooperating with the people with whom she worked.
3. The economic status of the two girls could be in extreme contrast which could be a source of conflict.
4. Judy possibly did not like the teacher and as a result was "taking it out" on Carol by not helping her as she knew she was supposed to.
5. There was the possibility that Judy did not like Carol.
6. Judy could possibly have had a close friend in the class with whom she had rather work than Carol.
7. Judy may not have realized how her behavior affected Carol.
8. Judy had not yet learned that cooperative arrangements such as those which this class was attempting to foster cannot succeed to the greatest possible extent unless each person concerned does what is expected of him and what he has agreed to do.

Description of the Situation Desired: One in which

1. The students would learn to overcome certain likes and dislikes which they might have in regard to the people with whom they work.
2. Each member of the class would accept her share of responsibility willingly when working as a member of a group.
3. The students are willing to give and take in a group situation.

4. Students realize that each person is an individual in his own unique way, and respect the rights of others, in this case the right of Carol to receive the help to which she was entitled.
5. The class would implement the cooperative experience, wherein the girls help each other with their fitting problems, in such a way that each girl obtains the help needed and gives, willingly, of a fair share of her time to helping others.

Understandings Thought to be Valuable in Producing a Desirable Situation:

1. Students can enjoy working together in a cooperative manner when each one willingly accepts her share of the responsibility at home or at school.
2. Many things can be achieved through cooperative effort that cannot be achieved through individual effort alone.
3. Cooperation must be voluntary in order to be democratic.
4. Much more can be accomplished through voluntary cooperation than through enforced cooperation.
5. The desired situation is more likely to come about when each of the students becomes interested in the other students achievements and progress and takes pleasure in seeing them achieve and progress.
6. Much pleasure and enjoyment can be derived from helping others attain their goals.
7. Much can be learned when students have an interest in clothing construction because they want to learn to sew and want to learn how to help others with their sewing.
8. When students are able to appreciate and recognize the needs of others they may often find it of value in their daily living.

9. Enjoyment can often be experienced by willingly helping classmates with their problems.
10. The desired situation is more likely to come about when the students have an appreciation of the rights of others as being necessary to satisfactory living.

Analysis of Problem IV

Description of the Problem:

One evening after school the supervisor was in the homemaking room visiting the teacher. The supervisor had been in the department all day visiting with the students and the teacher and had been observing the classes. All the students had met the guest and knew who she was.

In this 9th grade homemaking class, it was a policy to let students check their sewing out when the garment was nearing completion to finish certain details which had been started in class. An example would be a student hemming a circular skirt. After she had started the work in class, and had demonstrated her ability to successfully complete the hem, she might be permitted to take her work home and finish it. Another example would be to let the students take their blouses or dresses home to make the buttonholes on their mother's buttonhole attachments, or even let the mother make the buttonholes, because the making of them was not an expected experience in this grade.

In this particular instance, Sally came in after school on Wednesday and wanted to take her dress home to finish it in time to wear it to a Junior Red Cross District Rally which was being held in a nearby town the next week-end. Sally had just finished cutting out her dress. She was a slow worker and the other girls in the class were farther along in completing their garments than Sally was. Sally had been two weeks late

in bringing her material to class. This helped to account for the fact that she was behind the other students. If Sally had been permitted to take her dress home and finish it at this particular time she would not have received the assistance from the teacher which would have helped her in developing certain skills and learning selected techniques which were the objectives of this 9th grade homemaking class. Had she hurriedly made her dress at home in the two days she thought she could she would not have had access to the equipment and teaching aids at school which would have made her work somewhat easier and probably more meaningful. Too, if the student had done all her work at home on her own she would not have received the learning experience in class to which she was entitled.

This student would have been unable to have brought more material to school for a class project because the economic conditions in her home were very poor. On the other hand, if she had brought more material to work on in class she would have been that much more behind.

The student in this particular case could not have completed the dress to any degree of satisfaction because of the limited time. When Sally was told that she was not far enough along on her dress to be permitted to take it home, she became very indignant and said, "You let all the rest of the kids take their work home, but you never will let me."

Sally tried hard to convince the teacher that she had absolutely nothing to wear to the meeting and she needed her new dress. That was not a very good excuse because Sally did have several dresses that could have been worn to the rally and when reminded of the fact was very hostile in retorting to the teacher "You never do let me do any-

thing. You know good and well you let Rita take her skirt home last week and finish it, and now you won't let me." The teacher remained firm in refusing to allow Sally to take her dress home. Sally was very unhappy over this fact. As she turned to leave the room she was mumbling under her breath something to the effect that, "that old teacher never lets me do anything I want to do and she always lets everyone else do just what they want to do. I sure don't like her and I'm going to tell her so one of these days when the semester is over."

This problem involved the student and teacher to the extent that the student developed a feeling of hostility toward the teacher which was evidenced by her attitude. The student probably felt resentful toward the other members of the class because she felt she was not permitted to do the same things the other students had done. The student appeared to feel that she had been treated unfairly.

There are two relational aspects to this particular problem; one being a pupil-teacher-supervisor relationship; the other being a teacher-pupil one. The latter has been considered for analysis in this case.

Possible Reasons (or causes) for the Problem Developing:

1. Sally worked more slowly than the other students.
2. Sally had been late in bringing her material to class to start work which could possibly have been because there was no money available for the material.
3. It is possible that this student did not feel comfortable in the clothes she had to wear to the rally.
4. The student possibly wanted the recognition and attention that would come from wearing a new dress to the rally.

5. Specifically, the teacher stood in the way of the student doing the thing she wanted to do.

Description of the Situation Desired: One in which

1. The student would be able to wear a dress to the rally in which she feels at ease.
2. The student would do enough of her work at school so that she may develop certain skills and learn selected techniques necessary for making a dress, and that she would not expect to take her work home to complete some of the details until she had demonstrated her ability to do the work she wanted to do at home.
3. The student would understand clearly under what circumstances some students are permitted to take their work home and others are not.
4. The student would be free of any ill feelings toward the teacher should she not be permitted to take her work home.

Understandings Thought to be Valuable in Producing the Desirable Situation:

1. Unless each class member is treated in the same way there is a likelihood of ill feeling among them.
2. It is not necessary to have a new dress in order to have an enjoyable time at a social gathering and feel at ease with the rest of the students at the meeting.
3. It is not always possible to have the things one wants at exactly the time they are wanted.
4. It sometimes becomes necessary to forego something wanted in order to achieve or acquire something of greater value.
5. It is possible to learn to do things the "wrong" way as well

as the "right" way, and that students in a clothing class are more likely to successfully complete a garment when it is made in class because there it is possible to receive the help needed, i.e., sewing manuals, wall charts, illustrative materials and supervision and guidance.

6. Most clothing teachers want to help the students develop skills and techniques that will help them throughout their life time in making their clothes.
7. It is possible that in this kind of learning situation, the knowledge and skill gained in the making of a dress is as important, perhaps more important, than the new dress itself.
8. Anything done well often takes more time than one might realize it will take or is willing to give.
9. It is likely that one's appearance in a dress which has been well constructed, neatly finished, clean and well pressed will affect others more favorably, even though they may have seen it many times before, than will one's appearance in a new dress that does not have these qualities.

Analysis of Problem V

Description of the Problem:

Betty was a very attractive 9th grade girl, well liked by most of the students, and thought of as being a very intelligent girl by the faculty. Betty's mother and father were divorced and Betty was living with her grandmother. The grandmother was very strict with the child so far as social activities were concerned. Of course, the ideas, beliefs, and ways of doing things of the grandmother were probably much

older than those of the mother.

The class had brought their equipment, patterns and fabrics to school to start work. Betty had very nice equipment for her sewing, a pattern and material for a cotton school dress that was well suited to her coloring, size, personality and wardrobe. All of the students in the class had finished fitting their patterns, placing their patterns on their fabric and some had started cutting in preparation for marking the pattern.

One morning before school started a lady came into the homemaking room and introduced herself as Betty's grandmother. She had brought a tracing board and wheel to leave for Betty when she came to class. The grandmother wanted Betty to use the tracing wheel to mark her darts, tucks, pleats, seam lines, etc., thinking it would help her.

Betty came to class the second hour and was told that her grandmother had been in and left the tracing board and wheel for her to use. She remarked, "Oh, she said she was going to do that." With a look of embarrassment, Betty asked, "Where can I put the board, Miss Rhodes? It won't go in my sewing cabinet and I don't want to have to use the board."

It was felt this problem involved the student, grandmother and the teacher just about equally. If the student had been forced to use the board just because grandmother brought it up for her to use, Betty would probably have been more humiliated than she already was at her grandmother and would probably have felt humiliated toward the teacher. If Betty had been told she did not have to use the board at all and grandmother found out about it—which she probably would have done—the grandmother would possibly have been unhappy with the teacher and

the student.

It was believed that Betty was mature enough in her thinking to realize the fact that the grandmother was older in her ways of doing things than her mother might have been. She seemed to accept the fact that she and her grandmother had differences of opinion on many subjects and never did say much about the differences which existed in her home life.

Possible Reasons (or causes) for Problem Developing:

1. The grandmother possibly did not know enough about the adolescent child to realize that in order to be accepted by the group each individual student wishes to do things as the class does them or especially as their friends are performing a certain task.
2. The student possibly had not made it clear to the grandmother that other methods for marking tucks, darts, seams, etc., were being taught and used effectively.
3. The grandmother might not have wanted to acknowledge the fact that there could be more than one way of doing a particular job.
4. The grandmother could possibly have thought the "young teacher" was incapable of teaching thorough techniques.
5. Betty might have made misleading statements about the teacher to her grandmother which would have given the grandmother the false impressions about the teacher's ability.
6. The grandmother may have just wanted to be helpful.

Description of the Situation Desired: One in which

1. The student feels that she is definitely a part of the class

and is accepted by each girl in the class.

2. The student is able to understand that her grandmother brought the tracing wheel and board to her because she wanted to help her.
3. The student is able to experience the feeling of having accomplished a problem with satisfaction.
4. The grandmother feels that the homemaking department appreciates her efforts to help Betty.

Understandings Thought to be Valuable in Producing a Desirable Situation:

1. There are many different methods of doing things.
2. An adolescent girl can feel "left out" when she is not able to do her work the same way the rest of the class does theirs.
3. Knowing a student's particular needs is helpful in doing an effective job of teaching.
4. Adolescents have a strong urge to do things the way her peers do them.
5. Being able to understand the development of the adolescent girl is fundamental to understanding the behavior of students at this age level.
6. More satisfying relationships between the child and the grandmother may be achieved by helping each to see how the other feels in regard to this particular situation.
7. When one understands and appreciates the feelings of others, happier and more satisfying relationships are more likely to ensue.
8. There may be many different ways to do a particular job, one being just as effective as another.

Implications of the Study

Although only five relationships problems were analyzed in this study, many more were observed which could have been analyzed had time permitted. It therefore seems likely that such relationships problems would arise from time to time in almost any homemaking class and that in helping the students to work them out they would be enabled to learn a great deal about the causes of conflict and about ways of avoiding or resolving it, either through group discussions or personal conferences.

It would seem then that one of the most significant implications of this study is that the study of relationships need not always be taught by itself as a special course or even a special unit; but that an understanding of relationships and ways of bringing about desirable ones can be integrated into almost any subject matter course through a consideration of real problems which arise naturally in the classroom situation.

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